

The Relationship between Parental Tutoring and Social Science Learning Outcomes for Fourth-Grade Students of Elementary School

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Abstract: Social science learning outcomes of students in elementary schools are a problem faced by teachers. Parental guidance at home is one of the influencing factors. The purpose of this study is to determine the relationship between parental tutoring and social studies learning outcomes of fourth-grade students of one public elementary school in Kendari, Southeast Sulawesi, Indonesia. The research method used was ex-post facto involving total sample of 32 students, with 14 male and 18 female students. Data collection techniques were carried out using a questionnaire sheet for parental tutoring and documentation. The results show that: (1) parental tutoring for fourth-grade students was included in the very good category (59.38%, and in the good category (40.63%); and (2) there was a significant and positive relationship between parental tutoring and social studies learning outcomes. In other words, the better the parental guidance result in better children's learning outcomes.

Keywords: Parents' Learning Guidance, Social Science Learning Outcomes, Elementary Schools Students.

1. Introduction

During the pandemic, almost all schools implemented learning from home. In accordance with government policy in preventing the spread of covid, face-to-face learning has become online learning so that educational goals can still be achieved (Bubb & Jones, 2020). Parental guidance in this situation is very much needed because it affects the achievement of children's competencies. The parents motivate children to always be enthusiastic about learning in doing tasks so that online learning runs well, safely, and effectively.

Parents and teachers devote time and mind to ensure that students can achieve learning outcomes (Garbe et al., 2020). On the other hand, children feel at home where they can relax or be free and have more time to play, so parents need to manage their time well. including children experiencing problems doing the task.

Children's learning difficulties will cause children to lose their learning process (Simal et al., 2022). Students do not experience quality learning experiences accompanied by low motivation (Kruszewska et al., 2022; Zarzycka et al., 2021). The paradigm shift of the learning process that is so fast and unplanned into an online concept and without training, as well as a lack of preparation will certainly result in an unfavorable student learning experience. Students who are active in their learning have the opportunity to get more experience and higher learning outcomes, and vice versa (Ardiana & Ananda, 2022).

Tutoring is a guidance service that allows students to develop good study attitudes and habits. Tutoring faces various difficulties, problems and even failures experienced by students in their learning. This is not always caused by the low IQ of students, but failures occur in students who lack or do not get sufficient tutoring.

Parental tutoring is a process in which parents help their children overcome various obstacles or learning difficulties. Therefore, if parents expect their children to excel academically, parents

should provide supervision and guidance outside of school so that learning is more active and enthusiastic so that the achievement of learning outcomes is more optimal.

1.1. Problem Statement

The results of field observations when referring to the Social Science score in the odd semester of the 2020/2021 academic year, all fourth grade students achieve the Social Science minimum completeness criteria score by 70. However, this is very different from the achievements of students before the Covid-19 Pandemic, where students are still actively studying at school. The learning activities implemented during the Covid-19 pandemic were task-based learning from the teacher with the activity stage in the form of providing written materials and assignments. The material can be brought to the home and used by students as learning material. The teacher also explained the learning material with limited time at school because it was still during the Covid-19 Pandemic.

The pandemic impact influence social-emotional and learning outcomes (Azevedo et al., 2021). Active student involvement is needed as an effort to achieve learning success (Zhong et al., 2021). Students' awareness is also reduced to learn independently without having to be reminded by parents. Students are seen as having low self-awareness and one of the factors less than the maximum competence achieved by students (Hassan et al., 2015; Fenanlampir & Mutohir, 2021).

The existence of online learning creates a tendency for parents to disagree because of the child's self-regulation which is rather difficult to discipline, lack of time and lack of adequate knowledge to support online learning for their children (Lase et al., 2022). In addition to parental acceptance, from the students' point of view, learning from home greatly affects their mental health, including boredom, fatigue, stress, anxiety, anger and frustration (Camacho-Zuñiga et al., 2021a). This situation has created an unavoidable psychological change in behavior among students (Aucejo et al., 2020; Camacho-Zuñiga et al., 2021b).

However, some students who enjoy learning online have an advantage in terms of the availability of flexible study time (Mulyani et al., 2021). One of the drawbacks is that not all students are interested in learning online, due to limited facilities from schools, especially from the parents and differences in their respective economic, social and cultural levels (Febrianto et al., 2020).

One solution that can be used to assist students in the learning process is maximum parental tutoring to meet the achievement of children's competencies in online-based learning supported by good use of technology media. Cognitive and academic abilities of students studying from home are strongly influenced by the use of technology. Social media is used in pandemic greetings (Radwan et al., 2020).

There have been many studies examining the relevance of parental guidance to student learning outcomes during the online learning period, but the research conducted has a novelty from the variable aspect of parental guidance. This research not only examines the relevance of the impact of online learning on students' academic achievement as outlined from the various research results above, but also the involvement of the role of parents at home which has a very large influence in helping the success of children's education during the Covid-19 Pandemic. This involvement is evidenced by the shift in the role of teachers in schools to parental guidance in creating the learning process and children's learning experiences from home. The studies in this study were specifically measured from the parents providing facilities, supervising learning activities, control the child's study schedule, knowing children's learning difficulties, helping to overcome children's difficulties in learning and providing learning motivation. For this reason, it is important to examine the variables related to parental guidance which are correlated with the social studies learning outcomes of elementary school students. This research aims to analyze the relationship between the form of tutoring carried out by parents at home with social studies learning outcomes.

1.2. Related Research

Research conducted by Novianti & Garzia, (2020) that elementary school-age children still need intense tutoring at home and provide assistance and develop their independence and need for learning. The difference is this study only examines parental involvement during the pandemic, while the research conducted examines parental guidance related to children's learning outcomes at school. Besides, research conducted by Handayani et al., (2021) that parental attention will affect children's learning achievement. The difference is this research examines student achievement in terms of parental attention, independence, emotional intelligence and motivation, while the research conducted only examines one independent variable, namely parental guidance with one variable, namely student learning outcomes. Another research conducted by Bani et al., (2021) that parental involvement can be seen as an interesting aspect in children's achievement which means that students who receive more involvement from their parents achieve better results than those who are less positively involved with their parents. The difference is this research examines the role of parental guidance on vocabulary achievement in the basic education environment, while the research conducted examines parental tutoring associated with student social studies learning outcomes. From the researches above, learning outcomes which is devoted to elementary school social studies learning associated with tutoring conducted by parents at home during the pandemic is a novelty of research.

1.3. Research Objectives

This research focuses on parental guidance at home and student social studies learning outcomes with aim of analyzing whether there is a significant and positive relationship between parental tutoring and social studies learning outcomes-

2. Theoretical Framework

2.1. Parental Tutoring

Tutoring can provide individual or group assistance to become independent through various sources, interactions, suggestions, ideas, tools, and treatment based on norms that apply in an environment (Abd Rosyid & Suyadi, 2022). Not all students have the same ability to overcome learning difficulties, so tutoring is needed. Tutoring is not only carried out by teachers but is based on parents at home.

Parental tutoring is the process of encouraging parents to encourage individuals to understand their abilities and weaknesses and to utilize their knowledge effectively in dealing with life problems responsibly (Abd Rosyid & Suyadi, 2022). Furthermore, parental tutoring is also interpreted as an assistance given by both parents in order to solve problems faced by children. Parental tutoring, namely tutoring on carrying out children's learning activities at home which is directed at discipline in their learning (Susanto, 2020).

Parents try their best when their children learn online. The parents who understand the learning situation will accompany their children seriously (Sha et al., 2016). While online learning from the student's point of view provides new experiences and has extraordinary experiences so that they are accustomed to facing new challenges by being able to manage their own time (van den Berg et al., 2016).

Sometimes parents learn a lot from parents who send their children to private schools because they are seen as slightly different from non-private schools. The interaction between parents and teachers is more developed (Lee, 2014). This shows the seriousness of parents in their children's learning activities.

When children live at home with their parents, it will make it easier for children to receive education from their parents. Family education is the basis for developing children's potential through example, habituation and rules made at home (Sujarwo et al., 2021). Reflection of children's behavior can be seen from the upbringing of parents invite their children to study. In

addition, in terms of guiding, parents need to build a good mental capacity to develop their relationship with children and their own development (Kalland et al., 2016).

2.2. Social Science Learning Outcomes

Learning is a conscious activity that is carried out by everyone. After passing the learning, what is achieved is the learning outcome (Sihotang et al., 2020). The changes in knowledge, attitudes and skills are also called learning outcomes (Abas et al., 2019). Acquiring grades from teachers is also learning outcomes (Chase et al., 2019). All educational outcomes are classified as learning outcomes (Ananda, 2019). The learning carried out will be in the achievement of the learning indicators shown by students.

Low learning outcomes are caused by the learning process in schools that are too academically oriented through memorization, repetitive training, structured instruction, and one-way teaching (Zheng & Zhang, 2020). Then, the learning method used by the teacher is also another factor that affects learning outcomes because if the teacher uses a problem-based method that involves students, then the students find the meaning of learning easily (Lubis et al., 2019).

Student learning outcomes are a problem that is often found and teachers complain because they do not meet the minimum (Kawuri et al., 2019). Physiological and psychological affect student learning outcomes (Dubickis & Gaile-Sarkane, 2017). Student learning outcomes is formed from their involvement experience (English, 2016). Children are born and have great potential and to maximize the competence of their learning outcomes, it is necessary to support the child's learning environment (Al Kandari & Al Qattan, 2020). Learning outcomes is reflected in understanding related to the material, the environment, self-report and the measurement of achievement of these learning outcomes refers to objectives (Kümmel et al., 2020). Knowledge of a subject is called learning outcomes (Hartikainen et al., 2019).

Student involvement in the online learning process is highly prioritized because student activity improves learning outcomes. In principle, students learn on their own the aim of raising their enthusiasm for learning. For this reason, student learning independence during the pandemic also involves parents to pay more attention because this will affect children's learning outcomes. The learning outcomes achieved by students are internal factors (physical, psychological) and non internal factors (family, school and community (Nureva, 2022). Today the interaction environment has expanded due to the increasing availability of the internet and technology (Li & Yang, 2021).

Social Sciences is a part that is learned in elementary schools which still needs to be improved. Social Sciences examines various social problems at local, national and global scales in order to build knowledge, skills and values to students that are useful for the benefit of their lives in society (Afrina et al., 2021). Social Science learning is learning that educates students to become citizens so that they are able to develop knowledge, attitudes and values of harmony in the community (Uge et al., 2019). Social Science learning in elementary schools teaches the essence of various social science concepts in order to shape students into good citizens (Mulyawati & Ghani, 2019; Maulida et al., 2020). Thus, social Science learning outcomes are defined as changes in student behavior after passing through the social studies learning process consisting of cognitive, affective and psychomotor abilities aimed at educating students to become good citizens.

3. Method

3.1. Research Design

The type of this research is ex post facto with a quantitative research approach. Ex post facto research is a type of research that attempts to determine the causes of, or consequences of, differences that already exist within groups of individuals as well as variables that do not allow manipulation (Ary et al., 2019). The design used is correlation. The reason of choosing this design

is to reveal the relationship between parental guidance and learning outcomes. The research design is presented in Figure 1.

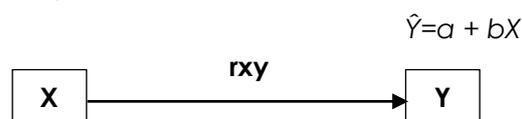


Figure 1. Research Design

Figure 1 shows that \hat{Y} = regression line/response variable, X = parental tutoring, Y = learning outcomes, a = constant, the intersection of the vertical axis, b = regression constant (slope).

3.2. Participant

The research sample consisted of 32 fourth graders studying in the 2022-2023 academic year (14 boys and 18 girls). Sampling uses the total sample so that leads to the entire existing population. The reason the researcher chose the fourth grade as the research sample was in accordance with the research objectives. The research location is in Elementary School.

3.3. Data Collection

Data is collected by questionnaire. To obtain student data and learning outcomes through documentation. Meanwhile, a questionnaire instrument was given to fourth grade students to measure parental guidance given at home. The questionnaire sheet used a Likert scale with four answer choice. The number of items is 35 spread from six dimensions. The score is always (4), often (3), sometimes (2), never (1) if the question is positive and if the question is negative then it is always scored (1), often (2), sometimes (3), never (4). The instrument was prepared by the researcher and tested. Before collecting data, the first researcher took care of permission to obtain from the school or the respondent.

3.4. Data Analysis

In accordance with method and design of this research, the data was processed using SPSS 25 software to perform analysis of hypothesis testing and correlation coefficient testing. Hypothesis testing using SPSS 25 software. Based on the correlation analysis, it is obtained a value called the correlation coefficient. The correlation coefficient can be positive or negative and its value ranges from -1 to +1.

4. Findings

In this section, the results of the statistical analysis of the data found from the study was presented, which include normality, linearity and hypothesis tests.

4.1. Normality Test

Table 1 present the results of the normality test to check whether the data scores obtained from student learning outcomes are normally distributed.

Variable	Shapiro-Wilk			Conclusion
	Statistic	Df	Sig.	
Learning Outcomes (Y)	0.971	32	0.532	Normally Distributed Data
Parental Tutoring (X)	0.957	32	0.230	Normally Distributed Data

Table 1 shows that the score data on learning outcomes and parental guidance are normally distributed because the significance value is > 0.05 . The learning outcomes have a Sig value of 0.230 while the parent study guidance questionnaire is 0.532.

4.2 Linearity Test

Table 2 present the results of the linearity test to check whether the data scores from learning outcomes and parental guidance have a linear relationship or not.

Tabel 2. Linearity Test Result

		F	Sig.	Conclusion
Learning outcomes * Parental Tutoring	Linearity	17.970	0.001	
	Deviation from linearity	0.551	0.860	Linear Data

Table 2 shows that the Sig. Deviation from Linearity $0.860 > 0.05$ so it can be concluded that there is a significant linear relationship between the variables of parental tutoring and student learning outcomes.

4.3 Hypothesis Testing

Table 3 present the results of the hypothesis test to prove the truth of the hypothesis through the T test.

Tabel 3. Hypothesis Testing Result

Variable	Sig/p	Conclusion
Parental Tutoring (X)	0.000	X Relate to Y

Table 3 shows that the Sig/P value is $0.000 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted. It means, learning guidance from parents is considered to be related to the results achieved by students at school.

4.4. Correlation Coefficient Test

Table 4 present the results of the correlation coefficient test to measure the closeness of the relationship between parental guidance and learning outcomes.

Table 4. Result of Correlation Coefficient Test

Variable	Pearson Product Moment Correlation	Sig. (2-tailed)	Conclusion
Parental Tutoring (X)	0.653	0.000	X Correlate to Y
Learning Outcomes (Y)	0.653	0.000	

Table 4 shows that the significance value (2-tailed) = $0.000 < 0.05$, so there is a correlation between parental tutoring and learning outcomes. Pearson product moment correlation coefficient (r) = 0.653 , which means that parental tutoring has a high correlation with learning outcomes. Because the Pearson Product Moment correlation is positive, it is concluded that both variables have a linear and positive relationship. This indicates an increase in the parental guidance variable will be followed by an increase in the learning outcome variable and vice versa.

5. Discussion

This correlation shows that parental tutoring has been well implemented and helps students in the learning process from home which includes several indicators, namely providing learning facilities, supervising, knowing difficulties, helping to overcome learning difficulties, and learning motivation. The role of parents at home in providing study guidance to children during a pandemic is getting better, including the knowledge that children gain.

The abilities students acquire are supported by the environment (Cheryan et al., 2014 (Kintu et al., 2017). The environment in question is one of the family environments because the family environment is the first and foremost educational environment for children to receive guidance and education. In addition, children's learning time is spent more at home than at school. The success of students is certainly not only on the basis of parental guidance but also cooperation with the teacher. Including emotions and concerns. When parents always control their children's learning process, positive motivation will appear in children him in various activities (Susanto, 2020).

Although learning is online-based and carried out at home, teachers also do not neglect their roles and responsibilities in teaching students in online classes. The results of the study show that although studying at school has limited time, teachers continue to try to prepare and build their skill so that students remain strong, optimistic, positive thinking individuals in order to achieve success through the online learning period well. In this case pedagogical skills, content, design, technology, management and social and communication skills (Albrahim, 2022). This effort is made to prevent that not all parents are ready to help the online learning process at home which in the end can have a negative impact on both parents and children themselves. Teachers with online learning then look for all kinds of ways so that students can easily understand the information or material provided (Huang, 2020). Positive education builds strength in every student (Vuorinen et al., 2019).

If we examine the learning guidance from the aspect of parental involvement in terms of providing learning facilities, It is very big influence on children's understanding. Providing facilities or infrastructure for children to learn is the same as being assisted so that their learning is not hampered (Novianti & Garzia, 2020).

Furthermore, the relationship with children's learning time is mostly at home compared to learning time at school. This situation provides a great opportunity for parents to assist their children in online learning. No matter how busy parents are working outside the home, they still need to set aside time to supervise a variety of children's learning activities. Online learning does not reduce the study schedule, even the study time becomes more congested because the tasks given are more likely to be skill-based tasks whose completion takes time, energy and a mind that is quite draining of energy. Even so, there must be time to play and rest. Maintaining a balance of study, play and rest time is required so that students continue to live quality lives. Parents must really pay attention to their children difficult times because parents play a key role in children online learning (Liu et al., 2022).

Pandemic is a dangerous event because it can trigger stress, for that it is recommended for parents to listen to children's complaints, children's conversations, and create more flexible and consistent children's daily activities, so as to provide stability and security for children (Ravens-Sieberer et al., 2021). Experts say that teaching children during this pandemic has become even more cruel (UNICEF, 2020). For this reason, parents must pay extra attention to the health, comfort and happiness of their children at home.

The involvement of parents is also seen when guiding children when correcting difficult lessons and providing a peaceful atmosphere and a pleasant approach so that learning difficulties experienced in class can be solved easily. Children are still directed to learn independently, while parents accompany children while studying, lest these difficulties become a burden that makes children lose their enthusiasm for learning. According to research results that learning difficulties will cause children to lose their learning process (Simal et al., 2022). Parents have full responsibility for their children. The role of parents is not only to provide learning materials and moments but also to supervise learning time and guide children to overcome learning difficulties.

Then, parents play a role not only in educating emotionally, socially and intellectually but also as motivators. The motivation that is built can help children to take an active action or activity. Active students at home are much more useful than children left to act passively. Improving student learning outcomes requires an increase in learning motivation and study habits that can be created directly from the active interaction of children with the environment so as to cause relatively permanent changes in knowledge and behavior (Woolfolk, n.d.). Learning opportunities provided through the interaction of joint activities between parents have a major effect on the achievement of learning goals (Dimosthenous et al., 2020).

Supportive parents guide their children to actively study at home, which ultimately reflects their appearance in class. Students who have good support from home can achieve better grades in school and grow up with higher self-esteem. Successful students have strong academic support from the involvement of their parents (Epstein & Sheldon, 2009). The role of the family

in children's learning processes can positively affect their cognitive, academic and school achievement (Alves et al., 2017). Collaboration and positive parental interaction encourage the future of children in various fields (Sammons et al., 2015). Participation between parents and teachers in schools that is built sustainably can have a greater effect on student success.

The success of student learning in schools during a pandemic cannot be separated from collaboration with parents. This collaboration can support the success of distance learning because the presence of parents is a companion for students if there are problems with the use of technology (Ferraro et al., 2020). Parental guidance has a positive effect on the way children learn and behave in relation to academic achievement. Parents must act as companions (Lathifah et al., 2020).

Teachers have a valuable task, namely creating a positive relationship between school and home and supportive parents have a big influence on children's learning. So important school and parent communication. The involvement of both parents in education is a means of support for children to learn better and at the same time this role determines the success of the school. The cooperation of parents, the community environment has a stronger influence on children's development.

Parents also feel comfortable when involved in maximizing their children's achievements and the results are as expected (Indriati, 2016). The difficulty of accessing information for students in remote areas certainly makes parents have limitations in terms of learning companions that are implemented (Yates et al., 2021) .

6. Conclusion

The conclusion of the research is has a positive value in relation to the student learning process, which means the better the parent tutoring, the better student learning outcomes. Parents have a big influence on children and considered absolute because they are the basis of the child's future development. Creating a calmer and more comfortable home atmosphere is the main role of parents in strengthening children's learning. When children find difficulties in their learning, children feel not burdened with their own problems but their enthusiasm grows to be able to solve problems, encouraged to ask questions and build good discussions. The involvement of parents is the pathway for children to reach their competence, which means that student performance is better if supported by knowledgeable parents as well. The best principles built by parents are important in educating children.

Limitation

Number of independent variables studied which is only involved one variable, namely tutoring conducted by parents at home and the respondents were limited to class IV which is amounted to 32 people.

Recommendation

Parental guidance in the process of learning children at home is a form of online learning, so the government in developing online learning strategies also needs to be designed that can be aligned with offline. Then, learning at home through parental guidance is effectively applied by all parents and schools, so the consequence is that carrying out these learning practices there needs to be support by the government in providing electricity and internet coverage as well as other supporting facilities and infrastructure.

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Conflict of Interest

Research related to the need for scientific studies and no other interests.

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